

The Northwest Missourian

Northwest Missouri State Teachers College

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Lamkin Makes Strong Appeal For Education

At Rotary Club, Educator Says State Must Take Care of Higher Education.

President Lamkin in addressing the Rotary Club of St. Joseph at a luncheon Wednesday, July 18, at the Roubidoux Hotel, gave warning to the people of Missouri that the higher educational institutions of the state are facing a financial crisis.

"Missouri must take care of higher education as well as the elementary education of the state," said Mr. Lamkin. "In the several years Missouri has built very few buildings for its institutions. Missouri ranks thirty-eighth among forty-eight states in per capita expenditures for building for educational purposes, and of the other eleven states six have no state universities. At the University of Missouri at Columbia the state built a road to the city but the law school was not completed for two years because of lack of funds. At Kirksville, where the oldest teachers college is located, one of the buildings burned in the fall of 1924 and it has never been rebuilt, because of lack of funds."

Not only are buildings needed, but money for operating the institutions of higher learning, said the speaker. He said he would state frankly that there is a well organized effort in some quarters to limit education. This can be done in private schools, he said, but he did not think that Missouri should place any limit on the opportunities of its boys and girls, no matter how humble their station, to obtain an education if they desired.

Ten years ago the high schools contained 61,000 pupils and last year 112,000. They graduated 8,000 ten years ago and 18,000 last year. Many of these go to colleges. Not only the higher institutions but the denominational and private colleges should be developed, said the speaker. He said that many of the colleges are in financial need just like the state.

Mr. Lamkin said that the teachers are not opposed to a budget for the schools. He did maintain, however, that the board of regents and management of the schools should be permitted to expend the money as they thought best.

"We should not have to ask a clerk at Jefferson City, on a salary of \$1,800 to \$2,400 a year, just what kind of a typewriter we must buy," said Mr. Lamkin. He favored buying at home just as much as possible for all the schools and other institutions.

Mr. Lamkin gave a few facts about the National Educational Association, which is the largest organization of teachers in the world, with 181,000 members. Its receipts next year will be about \$600,000. It has property valued at \$1,000,000, and is the largest publisher of matters pertaining to education.

He said the association does not stand for permanent tenure, but for indefinite tenure. He held that no teacher should be discharged for political or similar reasons. He said the teachers favored a retirement system for the benefit of the children—not merely for the teachers. The St. Joseph school district, like all others, would be better off if it retired a number of its teachers and replaced them with teachers with the 1928 viewpoint.

The teachers stand for uniformity in educational control. They want a secretary of education for the nation. The national government now spends \$63,000,000 a year, but this is scattered through different departments.

Pi Omega Pi Holds Initiation Banquet

Commercial Fraternity Receives Four New Members. A Vote of Thanks Given to Mr. Eck.

The Pi Omega Pi held their initiation banquet at Frank Smart's Saturday, July 15, for the following new members: Russell Lewis, Zora Seyster, Crystal Holbrook, and Floyd Hefley. The program for the evening was as follows: Welcome to the New Members by Carrie Beams; Response by Crystal Holbrook; Talk on "Hobbies" by Miss Elizabeth Briggs; Piano solo by Eliza Donaldson; Talk on "What the Pi Omega Pi Means to Me" by Leland Medsker and Lola O'Day. A vote of thanks was given to Mr. Eck, who will leave here in September to attend Northwestern University during the coming winter, in appreciation of what he has done for the Pi Omega Pi and the Commercial department of the College.

The menu consisted of fried chicken, mashed potatoes, creamed gravy, creamed asparagus on toast, green beans, pineapple salad, apricot frappe, hot biscuits, vanilla ice cream, cake, ice tea, and coffee.

Those present were: Orville Pugsley, Chilton Ross, Zora Seyster, Ruth Harding, Clun Wilson, Merce Williams, Helen Buchman, Ludeana Tannehill, Mr. and Mrs. John Thompson, Crystal Holbrook, Gladys Buchman, Miss Elizabeth Briggs, Floyd Hefley, Leland Medsker, Eliza Donaldson, Russell Lewis, Carrie Beams, Lola O'Day, Mary Pistole, and Mr. Eck.

Public School Music Dept. in Various States

Students of the Music Department Are Located in Nearly One-third of the States in the United States.

Nearly one-third of the states in the United States have representatives in them from the public school music department of the Northwest Missouri State Teachers College. Graduates from this department are stationed in fifteen states in the union.

The Conservatory of Music at the College is divided into two distinct units, the department of public school music and the department of applied music, both of which have been under the direction of Mr. Charles R. Gardner for the past seven years. Graduates of the public school music department receive the B. S. degree in Education as do the graduates of any other department.

A major in public school music, as outlined in the catalogue, requires the following courses: Public School Music, 5 hours; Music Methods, 5 hours; Harmony, 7.5 hours; Music Appreciation, 2.5 hours; Ensemble, 5 hours; Voice Culture, 2.5 hours; Instrumental Music, 7.5 hours. A total of 40 hours is allowed on the degree, and part of this credit may be obtained from the department of applied music.

Theory classes, appreciation, methods and harmony are taught by Mr. Gardner. Miss Helen Dvorak and Mr. H. O. Hiecknell teach the classes in instrumental music and Mr. B. H. Bronson has charge of the voice work. Other teachers in the department of applied music are Mr. W. E. Holdridge and Mrs. Carrie Margaret Caldwell, piano instructors.

The outstanding work of the department within the last few years was the production of the grand opera Aida (Verdi), this spring with visiting artists. The chorus parts of the work were sung by the chorus here and the Men's Glee Club assisted the St. Joseph Choral Club in the production of the opera, and Mr. Gardner directed the performance both at the College and St. Joseph.

Other outstanding productions of the department, excluding regular programs such as the Christmas and Easter programs and commencement music, have been Handel's "Messiah"; "The Holy City," (Gaul); "The Chimes of Normandy," (Piaquette); and Buck's "The Coming of the King."

The Men's Glee Club was an important factor in the social life of the College this year. In December the organization gave a toy collection at the Maryville Country Club and a formal dance at the opening of Social Hall at the College this spring.

One of the distinct honors of the club was an invitation at the banquet of the Past Commanders of the Knight Templars of Missouri at Hotel Roubidoux in St. Joseph.

The following students who have majored in the department of music have been placed in positions for the coming year: Mary Yelsley, Spickard, Mo.; Mary Fields, Burlington Junction, Mo.; Charline McHugh, Liberty, Mo.; Vernon J. Barrett, Normandy High School, St. Louis, Mo.; Vada Cliser, Webster Groves, Mo.; Laura Bell, Raywood, Mo.; Hazel E. Carter, Two Buttes, Colorado; Delman Roelofson, Port Arthur, Texas; and Mary Goodpasture, Tulsa, Oklahoma.

Following is a partial list of the degree and sixty-hour students who have been placed in positions outside of Missouri: Gene Boyle, B. S., Greenboro, N. C.; Ralston J. McClain, B. S., Birmingham, Alabama; Elizabeth Mills, B. S., Southwestern University, Georgetown, Texas; Mrs. Van Christy, B. S., Decatur, Ill.; Arthur Elmore, B. S., (Continued on page 3)

Lecture Given in Social Hall By Psychologist

Dr. Walter Welch Speaks to Business Men and Women of Maryville and to Students of Commerce Department.

"Everyone who is a success at all is a salesman," said Dr. Walter Welch, business psychologist, in delivering a lecture, "Self Consciousness in Business, How to Overcome It," to a large group of business men and women of Maryville and students of the commerce department of the College, in Social Hall Tuesday evening.

Continuing, Dr. Welch said, "The lawyer sells his services; the doctor sells his service; the minister is a salesman, for he sells religion from the pulpit."

"I believe that there is no man in selling greater than self consciousness," the speaker said. He explained self consciousness as "thinking of yourself when you should be thinking of something else."

"The root cause of self consciousness is fear. It may be fear of God, fear of your employer, fear of your competitor, or fear of many other things, but it is fear. Fear never can be taken entirely out of the life of an individual, for then he would approach the perfect, but fear can be lessened."

"Psychology, or the science of the mind," he said, "is the newest science to be applied to business. Psychology is the inner science of human nature. Modern psychology is based upon the unconscious mind."

Dr. Welch said that the unconscious mind or the subconscious mind was discovered by Freud, 47 years ago. Not a great deal is yet known about the unconscious mind, but it is conceded that the unconscious mind is greater than the conscious.

"Self consciousness," the speaker (Continued on Page 3)

Dramatics Club Presents Play

The play "Suppressed Desires" was presented for the Dramatics Club Thursday morning. It was the second of a series of three plays produced by the members of the club. "Op-O-Me-Thumb" will be given at the next meeting of the club. "Suppressed Desires" has been selected to be given in assembly for the student body Wednesday morning, August 1.

Miss Criswell, sponsor of the Dramatics Club, has directed these plays, aided by committees selected from the members of the club.

With the presentation of "Op-O-Me-Thumb" the activities of the Dramatics Club will close for the summer quarter.

The cast presenting "Suppressed Desires" was as follows: Henrietta Brewster.....Helen Baker Stephen Brewster.....Chilton Ross Mabel.....Eva Atherton

Training School Plans Made for Next Year

Registration to be Limited to Twelve Pupils in Each Grade. Enrollments Now Being Made.

For the coming year the Training School at the College will continue the organization introduced last year. Miss Chloe Millikan, who taught the first grade at Franklin during the school year of 1925-26 will supervise the first three grades. Miss Millikan has her Master's Degree from Teachers College, Columbia University, where she majored in kindergarten and primary work. During the past year she has taught in the Teachers College, Kansas City and has had an interesting and valuable experience working in the Kansas City schools. Miss Mary Keith will supervise grades four to six. Miss Dora B. Smith will have the supervision of the seventh and eighth grades.

The bus will run in the morning, at noon and in the afternoon. At noon the children will be taken home and called for.

It is the purpose of the Training School to limit the number in each grade to twelve. At the present time the sixth grade has its quota but a waiting list is being maintained. There is room for more pupils in each of the remaining grades. Anyone who is interested in enrolling pupils for the next year may call Hanania 145 or Farmers 510 or come for a personal interview this week.

All School Party

An all-school party was held in the gymnasium the evening of July 13, from 8:30 until 11. While dancing was the main attraction of the evening, bridge was played from 10 tables. Williams' orchestra furnished the music for dancing. The decorations were made of pastel shades. There were approximately 300 students attending the party.

John King has accepted a position in the Oregon High School. He is a graduate of the class of '26 and received both the A. B. and B. S. degrees. Last winter he was social science teacher and coach of basketball in the Stanberry High School.

Annual Daviess Co. Picnic Held In College Park

Many Faculty Members and Students of the College Enjoy Outing.

Following their annual custom the College faculty members and students from Daviess County held a picnic in the College Park Thursday evening, July 19. Appetites were whetted by ball games in which all took part. At 6:30 a picnic supper including fried chicken and ice cream was served.

Among those present were: Miss Edith A. Barnard, Mr. and Mrs. R. A. Kinnaird and son, Mr. and Mrs. George H. Colbert, Mr. and Mrs. Henry A. Foster, Maryville; Miss Irma Schuh, Detroit, Mich.; Miss Elizabeth Briggs, Fayette; Miss Mary Keith, Maryville; Miss Helen M. Barton, Ypsilanti, Mich.; Miss Letha Lowen, St. Joseph; Miss Ramona Lair, New York City; Miss Dora B. Smith, Liberty; Miss Elizabeth White, Nevada; Miss Elma Scott, Pickering; Miss Vesta Wright, Burlington Junction; Miss Frances Bogle, Contralia; Miss Esther Power, Peabody, Mass.; Miss Mattie Dykes, Maryville; Miss Carrie Mae Weber, Wauson, Ohio; Miss Mary Fisher, Columbia.

Miss Anna M. Painter, Miss Ruth Lowry, Mrs. H. J. Green, Maryville; Miss Margaret Putnam, Marionville; Dr. Ethel J. Saxman, Latrobe, Pa.; Mr. and Mrs. Leslie Fahrner, Columbia; the Rev. and Mrs. W. N. Dewar and son, Mr. Charles R. Gardner, Mr. and Mrs. C. H. Withington, Maryville; Dr. W. H. Walker, Iowa City, Iowa; Earl L. Page, Independence, Kansas; Mr. and Mrs. Leslie G. Somerville and two sons, Maryville; John L. McKinley, Lincoln, Neb.; H. T. Phillips, A. J. Caulfield, E. R. Davis and J. C. Godbey, Maryville.

Mrs. Mary Guiliams, Oregon, Misses Martha Hurst, Burlington Junction; Mary Elizabeth Jones, Maryville; Mabel Haver, Pattonburg; Bessie Pierce, Gallatin; Mary Green, Craig; Ruth Alexander, Breckenridge; Frankie Wilson, Pattonburg; Lena Dowell, Gallatin; Zella Lee Wilson, Emma Wilson, Pattonburg; Naomi Wood, Weatherby; Helen Eads, Lock Springs; Ruby Lindsay, Jamesport; Mildred Pierce, Gallatin; Hope Barber, Jameson; Hazel Tolson, Lock Springs; Leda Ward, Thelma Crowder, Christine Buckingham, Margaret Hutchison, Jamesport; Mildred Dunn, Gilman City; Opal Prindle, Coffey; Elsie Dryer, Bethany, Pearl Hendricks, Altamont.

Rue Buckingham, Jamesport; Ruth Bradford, Chillicothe; Wilma Walton, Gallatin; and Ernest McNett, Winston; D. P. Hunt, Lock Springs; Earle Duse, Maryville; W. K. James, Gallatin; O. C. Trower, Altamont; Owen Whit, Miss Carrie Jane Clements, Miss Faye Croy, Miss Lora Bauer, Gallatin; Miss Gladys O'Brien, Altamont; Mrs. Bessie Bailey, Burlington Junction; Miss Irene O'Brien, Gallatin; and Patschel Monk, Maryville.

College High School In Assembly Program

The College High School held its regular assembly last Friday morning at 10:15 o'clock. The program was in charge of the Oratorians. The following numbers were given: Songs—"Girl of My Dreams," "There Ought To Be a Law Against That," and "Romance and Juliet" by Isabelle Hamlin, Laura Galtion, Mildred Bratcher, Betty Hickernell, Maude Qualls, and Helen Murray. The girls were costumed for the above songs. Piano solo, "Il Traviatore" by Lora Belle Pittenbarger, and a piano solo, "Melody of Love," by Bessie Duse.

Next week the Bluebirds will prepare the program for assembly.

A New School System Urged By Supt. Lee

State School Superintendent Tells Student Body that the State's Present School System is 75 Years Old and Needs to be Reorganized.

"The problem of improving public education in the state of Missouri is not a problem for the state department of education alone," said Hon. Charles A. Lee, state superintendent of Missouri schools, in a talk before the student body in the assembly Wednesday, "but it is a problem for every superintendent, every teacher, and every patron of public education in the state."

Mr. Lee talked about the need and the plans for the reorganization of the educational system. The problem of reorganization is a state problem and not a local one, as many persons have been thinking.

Introducing some plans of educational reform which ultimately are to be written as a bill and presented to the next session of the legislature, Mr. Lee went back to the beginning of the present district system of schools. He said that when the districts were first organized, 75 years ago, the pony express was the fastest means of communication. In spite of the almost unbelievable progress that has been made in other lines of work, the system of education in the state as a whole has remained practically the same for 75 years.

All Right at First.

"When these rural districts were first laid out, they functioned fairly well," Mr. Lee said, criticizing the rural schools that are seen now every three or four miles apart on state roads. He then began to emphasize the importance of some kind of reorganization of the system.

"One-sixth of the districts in this state have eight months or less as their school term," he said. "Fifty districts have four-month terms. Twenty-seven districts in the state have school terms of three months, and in five or six districts in this state, the school term is TWO MONTHS."

"If a boy or girl were to go to a two-month school and get the same education in the elementary and high schools that a child gets who attends a nine-month school, it would take that boy or girl sixty years to get through high school," he pointed out. "In this state, 6,650 districts had an average daily attendance of less than 29. Fifty-five teachers in Missouri taught school last year for \$200 or (Continued from Page 3)

To Be Presented In Voice Recital

A special assembly will be held Friday morning, July 27, at 10:15, in the auditorium at which time Mr. Bronson, of the Conservatory of Music, will present Mrs. Hazel Everhart Carter, soprano, assisted by Mrs. Hulda Barber Nicholas, pianist, in the Senior Recital. The program for the recital is as follows:

I
Der Lindenbaum.....Schubert
Wohin.....Schubert
Ich liebe dich.....Grieg
Dein.....Bohm
MRS. CARTER
II
Aria—More Regal in His Low Estate (Queen of Sheba).....Gounod
MRS. CARTER
III
Jeux d'Eau (Playing of Waters).....Ravel
MRS. NICHOLAS
IV
The Star.....Rogers
Inter Nos.....McPadden
The Crying of Water.....Campbell-Tipton
The South Winds are Blowing.....Donsmore
MRS. CARTER

Letter from Former Member of Faculty

Mr. Seleman Writes of the Election of Mr. Lamkin to the Presidency of the N. E. A.

Mr. Seleman, formerly head of the Journalism department at the College, and now in New York, writes as follows concerning Mr. Lamkin's election to the presidency of the N. E. A. "The Northwest Missourian carrying the story of Mr. Lamkin's election to the N. E. A. presidency, was a welcome visitor to me, although the New York papers carried prominent stories of his election. I am proud to be from S. T. C. and count myself fortunate in being able to have worked with him for several years. The student body and people of Northwest Missouri probably do not realize the high esteem and recognition accorded Mr. Lamkin in educational circles over the country and other places where he is known. His ability, integrity, and sincerity is a source of pride to Missourians everywhere."

Miss Letha Wilson, of Jamesport, Mo., a former student of the College, is visiting in Maryville this weekend.

Ninety-one Will Receive Degrees This Summer

One Hundred Twenty-five Students Have Completed the Sixty-Hour Requirement for Life Certificate.

At the close of the summer quarter approximately eighty-seven students will receive the degree of Bachelor of Science in Education. Four students will receive the Bachelor of Arts degree. Life certificates, awarded upon the completion of sixty hours of college work, will be granted to one hundred twenty-five students.

Following is a list of seniors in attendance at the College this summer. The name of the student is given, his residence, his major and his minor subjects, the degree for which he is working. Those students who will receive their degree at the close of the summer quarter are listed.

Abshire, Cassie Mae, Maryville—Eng., Hist., B. S., Summer '28.
Adams, Ed., Barnard—Agr., Hist., B. S., Summer '28.
Adams, Neva M., Grant City—Eng., Hist., B. S., Summer '28.
Adkins, Gladys, Savannah—Home Ec., Fine Arts, B. S., Spring '28.
Allen, Bessie L., Union Star—Math., Geog., B. S., Summer '28.
Allison, Virginia Leah, Gower, Eng., Soc., B. S., Summer '28.
Aldrich, Gladys, Savannah—Home Ec., Fine Arts, B. S., Spring '28.
Allen, Bessie L., Union Star—Math., Geog., B. S., Summer '28.
Allison, Virginia Leah, Gower, Eng., Soc., B. S., Summer '28.
Adkins, Gladys, Savannah—Home Ec., Fine Arts, B. S., Spring '28.
Allen, Bessie L., Union Star—Math., Geog., B. S., Summer '28.
Arthur, Raymond Clarinda, Ia., Agr., Eng., B. S., A. B., Summer '28.
Ashcroft, John, Hatfield, B. S., Summer '28.
Barber, Katherine, Athelston, Iowa, English, Hist., B. S., Summer '28.
Barnes, Ward, Chicago, Chem., Biol., B. S., Summer '28.
Benn, Carrie, Ford City, Com., Ec., B. S., Summer '28.
Beavers, Byron, Allendale, History, Math., B. S., Summer '28.
Best, Roberta, Bogard, B. S., Summer '28.
Blauvelt, Beryl, Barnard.
Bolin, Helen Joy, Maryville, Home Ec., Econ., B. S.
Booth, Wm. E., Martinsville, Ed., Hist., Eng., & Phys. Ed.
Brandt, Martha, Clearmont, Phy. Ed., Geog., B. S., Summer '28.
Briggs, Rebecca, Maryville, Eng., Hist. Reading, & Sp., B. S., Summer '28.
Brown, Raymond, Maitland, Agr., Math., B. S., A. B., Summer '28.
Buchman, Gladys, Amazonia, Com., Eng., B. S., Summer '28.
Buchman, Helen, Amazonia, Com., Music, B. S., Summer '28.
Cagley, Ruth Maryville, French, Eng. (Continued on Page 4)

Miss Fannie Hope Speaks to Y.W.C.A.

Miss Fannie Hope, of the Maryville High School, talked to the Y. W. C. A. on the organization and the programs for the Girl Reserve in the High Schools at its regular meeting Tuesday morning which was held in room 124. She said that anyone wishing complete information for organizing a Girl Reserve in the high school could write to 600 Lexington Avenue, New York City, care of the Girl Reserve, and they would be glad to furnish it.

Grace Gallatin was the song leader. The devotional services were led by Nettie Harrold. Laura Elt gave two violin selections. The Y. W. C. A. will meet in room 400 next week. Miss Anderson will talk to the girls about religious art.

Mrs. Wilda Kneale, of Oregon, Mo., was the week-end guest of her sister, Vera Graham.

Basketball Schedule for '29 Announced

Bearcats Will Play 16 Conference Games. Season Will Open At Maryville and Will Close On Warrensburg Courts.

The basketball schedule for the Bearcats, adopted at a meeting of officials of the M. I. A. A. at Warrensburg last week, has been announced by Coach Davis. The schedule opens with two games to be played here January 9 and 10 between Cape Girardeau and the Bearcats.

The Bearcats will play eight games with conference teams on the home floor and eight on foreign courts, instead of playing a twelve-game schedule as in former years, which included three games with each other conference team, with the odd game at home in alternate years.

Coach Davis, who attended the conference at Warrensburg and who released the new schedule, said the coaches of the M. I. A. A. agreed the new plan was more fair to all teams in the conference. By the former plan, a school might have one of the strongest clubs in the circuit and yet play most of its best games away from home, not giving the strong team a fair chance to play before large crowds on its own floor.

The Bearcats will play four consecutive games away from home. Four games will be played during the first part of January on the home floor with Cape and Springfield and then during the last week of January and the first two days of February the Bearcats will make two-night stands at Springfield and at Cape Girardeau.

Kirksville will come to Maryville on February 15 and 16 to be followed by two games on the home floor February 22 and 23 with Warrensburg, the last conference games on the Bearcat floor. The complete M. I. A. A. court schedule formulated at Warrensburg:

Maryville
Jan. 9-10—Cape Girardeau at Maryville
Jan. 17-18—Springfield at Maryville
Jan. 25-26—Maryville at Springfield
Feb. 1-2—Maryville at Cape Girardeau
Feb. 7-8—Open
Feb. 15-16—Kirkville at Maryville
Feb. 22-23—Warrensburg at Maryville
Feb. 28-Mar. 1—Maryville at Kirksville

Warrensburg
Last school week of 1928—Warrensburg at Cape Girardeau (two games).
Jan. 24-25—Warrensburg at Kirksville
Jan. 1-2—Kirkville at Warrensburg
Feb. 8-9—Springfield at Warrensburg
Feb. 15-16—Cape Girardeau at Warrensburg
Feb. 18-19—Warrensburg at Springfield
Feb. 22-23—Warrensburg at Maryville
Mar. 4-5—Maryville at Warrensburg

Springfield
Jan. 17-18—Springfield at Maryville
Jan. 25-26—Maryville at Springfield
Feb. 4-5—Kirkville at Springfield
Feb. 8-9—Springfield at Warrensburg
Feb. 13-14—Cape Girardeau at Springfield
Feb. 18-19—Warrensburg at Springfield
Feb. 22-23—Springfield at Kirksville
Feb. 25-26—Springfield at Cape Girardeau

Kirkville
Jan. 11-12—Cape Girardeau at Kirksville
Jan. 18-19—Kirkville at Cape Girardeau
Jan. 24-25—Warrensburg at Kirksville
Feb. 1-2—Kirkville at Warrensburg
Feb. 4-5—Kirkville at Springfield
Feb. 15-16—Kirkville at Maryville
Feb. 22-23—Springfield at Kirksville
Feb. 28—Maryville at Kirksville

Cape Girardeau
Last school week of 1928—Warrensburg at Cape. (two games).
Jan. 9-10—Cape at Maryville
Jan. 11-12—Cape at Kirksville
Jan. 18-19—Kirkville at Cape
Feb. 1-2—Maryville at Cape
Feb. 13-14—Cape at Springfield
Feb. 15-16—Cape at Warrensburg
Feb. 25-26—Springfield at Cape

Demonstration Dept. To Close July 27th

The College Demonstration School, which has been under the supervision of Miss Dora B. Smith, will close July 27. The last day of school will be devoted to giving standard achievement tests to see whether or not any progress has been made by the individual pupils during the summer. The week following the closing the grades will be made up and sent to the principal.

6th Northwest Missourian

Which Was The Green and White Courier
MARYVILLE, MISSOURI

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COLLEGE OATH
"We will never bring disgrace to this college by any act of cowardice or dishonesty. We will fight for the ideal and sacred things of the college. We will obey the college laws and do our best to make a life of respect and reverence in others. We will transmit this college to those who come after us, greater, better and more beautiful than it was transmitted to us."

PERRIN LOAN
At the beginning of the summer session of school, an appeal was made to the students of the College to contribute to a loan fund. This loan fund, as was stated in the talk given in the assembly, is being created in memory and in appreciation of the work and the many things that were done and accomplished by Mrs. Alice R. Perrin, Assistant Dean of Women, who died last year. Those students who have been in school prior to this year will remember Mrs. Perrin as an untiring worker for anything that was in any way connected with the College and as a friend and "Mother" to the College students.

It is also the purpose to have as many persons subscribing to this fund as is possible, but it is with the idea of getting a number of small contributions rather than a few large subscriptions. The fund is gradually getting started but it is hoped that the students who have not as yet contributed to the fund, would do so before the summer quarter is over. The contribution, whether it be 10 cents, one dollar, or whatever amount you would care to give, would be appreciated and you would have the satisfaction of knowing that it was being used for a worthy cause. Miss Anthony is acting as the Treasurer of the Loan Fund. This fund is being supported by the businessmen of Maryville, but it is the desire to have the students of the College show their appreciation of the wonderful work that has been done by Mrs. Perrin.

THRIFT IN SCHOOL
Thrif is defined as economical management. Although we usually think of money in connection with thrif, there are many other ways and things in which we should and can be thrif with.

For instance, one thing with which we should be thrif is time. Time is something of which nearly all of us have plenty, but none of us are very thrif with it. To be thrif with our time we must use it in the right way. Do the most things in the smallest amount of time. Think of the time we students waste at school. In each of our periods there is some time which we waste. If we sit idly in class watching the other students or looking out of the window we are merely wasting our own time.

Thrif of money is also very essential especially in our school day, for getting into the habit of being thrif from the start and in the earlier days of your life will help you in later years. Thrif of money is the art of spending your money wisely. As there are so many ways of spending money in school it is a very good place to learn to be thrif. We, as college students, should acquire the habit now of being thrif in both time and money.

TEACHER'S PHILOSOPHY
By G. W. Frasier, President, State Teachers College, Greeley, Colo.

The most important thing about a teacher is his philosophy. By philosophy I mean the way he looks at the vital problems of life and education. Differences in philosophy alone make some teachers dynamic forces in the lives they touch and others mere plodding, routine followers of the courses of study. This difference of thinking also explains why some teachers are content to teach in a preparatory school that craves for examinations, while others, to be happy, must teach in those schools where citizenship and character are the main objectives.

This difference in thinking explains different attitudes toward subjectmatter. It makes some teachers regard our great accumulation of knowledge as something that must be put inside the craniums of pupils so that they may have that mythical thing called

"education." Others see in this great social and factual heritage something to be used only when the past can help explain the present, or predict the future. This difference of philosophy also explains why some teachers have trouble with discipline in the classrooms and others live in harmony and happiness with pupils. It also explains why some teachers teach subjects while others teach children.

Somewhere in the preparation of a teacher very serious attention should be given to the philosophy of education. However, whether a teacher studies this subject or not, he still has a philosophy of life, his attitude toward social problems, his attitude toward religion, politics, labor, and various other organizations make up his philosophy of life. In the same manner, the way he looks at the problem of education will constitute his philosophy of education. What is education? Why should children go to school? What should the teacher hope to accomplish? What is the function of subject matter? What is the value of method? Whether a teacher is conscious of these questions or not, the way he attacks his problems is determined by his basic thinking on these questions. The world had had and still has many philosophies of education. Some of them have persisted for centuries. Others have come and gone. It is my desire in this paper to explain to you a good philosophy of education—one which helps me answer the above questions, and one which makes teaching a delightful occupation. There is nothing original in this philosophy which I state. It probably has been stated by John Dewey and his followers. Dewey is generally considered to be one of America's greatest educational philosophers. His teachings form the basis of the most advanced thought and practices in the best American schools today. Dewey's philosophy is concerned with public education in a democracy. If America is to continue at the world's greatest democracy, we must have education that is democratic in its thinking and in its practices. A short explanation of Dewey's philosophy is here given.

Education is life. Many educators have believed that the child existed for the sake of the man or the woman that was to be, and that education should be preparation for the adult life to come later. This is true to a certain extent; however, education is more than preparation for life. Education is life. It is a continuous process from the beginning to the end of life, both in and out of school. Deal with the child each day as an individual with real problems to solve and a real life to live, and when he reaches maturity he will be more able to deal with the adult problems that will then confront him.

Education is growth. When a child grows from what he is one day into what he is the next day, the great process of education is taking place. As long as growth continues, education is going on. It is the function of the school and the teacher to see that this growth continues day by day. If growth is a constant process during school life, then it will continue after the child leaves school. Growth that begins in school and continues throughout life is the great goal of modern education.

To make the theory concrete, let us see how it has been applied to one school subject, reading. It is no longer considered enough for a child to learn the mechanics of reading; he must be given ample opportunity to read and to enjoy good literature. He must learn to know worthwhile literature. Knowing how to read is valueless unless a child learns what to read. If the school accomplishes this, the individual as an adult will continue to read good literature. This is true education because it is growth started in school and continued throughout life.

Education is a social process. Education in America must be education for democracy. If education is life and growth, then it must be life within a social group. It was believed at one time that education was best accomplished in a quiet place where the learner was uninterrupted. It may be true that learning takes place under such conditions, but education is much more than learning. It is living. Schools must be democratic communities where children live natural, democratic lives with their companions and grow into adulthood with good citizenship as a part of their experience. In sharp contrast to this method is the one which would have children learn the rules for good citizenship. These rules may be taught in a non-democratic school by a teacher who is an autocrat. The difference between the results of the two methods is that in the first case the children, through experience, are good citizens, while by the second method, through knowledge, they merely know how to be good citizens.

Education is the continuous reconstruction of experience. The activities of each day are based on past experience. Every day of a child's life is conditioned upon previous days. However, as education is growth, some new element is also added. When the new experience is added to the old, it is all reorganized in the light of experience which adds to the meaning of experience, and which increases ability to

direct the course of the subsequent experience," is, according to Dewey, Education.

This, in brief, is Dewey's idea of Education. There are many other philosophies which deserve mention here. Probably the most important is the one which declares that education is preparation for adult life. This theory has a large number of followers at the present time. In fact, a least two of our great schools of education believe and follow this philosophy. In brief, if you wish to find what should go into a curriculum for spelling, you should search out those words used by adults and teach them to children. If you wish to discover material for geography, find out those geographical facts an adult needs, and teach them to children. The same line of reasoning goes through all the subjects. This idea is contrary to the philosophy which says that children should learn to spell those words that they need in their school work. They should learn those geographical facts which they need in their interpretation of the material they read during school life. This philosophy of education also teaches that each school and each grade is a preparation for the grade or school above. The problem of the elementary school is to prepare for high school, and the high school to prepare for adult life.

The philosophy in which we believe condemns such an idea of education. If education is life and growth, then a child goes not to school today so that he may be prepared to go to school tomorrow; he goes to school today in order that he may live to the fullest today.

People who believe in education as preparation not only think that each school is a preparation for the school above, but that each part of the school is a preparation for adult life. Children are constantly told that they must do this and must not do that because they will need this and will not see that when they become adults. This is a very bad philosophy of education. Children live provisionally in the present. It is difficult to get a child to do an uninteresting task because it will help him to do something when he becomes an adult.

The old idea that we should test all educational values by future needs results in procrastination. When a child is assigned a certain problem and told that he must accomplish it because it will help him when he grows up, he will naturally think that because it will help him when he grows up, he will have a long time to do the problem. However, if a real problem is assigned to a pupil and he sees the connection between the problem and the present life, he will do the problem now and not sometime between now and adult life. When you take away from children the immediate appeal of work, it is necessary for the teacher to substitute artificial means in order to accomplish this end. Threats, bribes, and punishments are common as a means of compelling children to work when the work has no meaning to them except preparation for adult life.

It is not necessary to go to the opposite extreme and say that education should not prepare for adult life, but it is wrong to consider preparation for adult life as the end of education. If a child grows and lives to the fullest today, he will be prepared to live the fullest as an adult. This is, in truth, preparation for the future, and he does each task of each day for the joy of doing the day's work well.

All through the many changes in educational belief, we have always had some who held to the doctrine of formal discipline, and we still have them. These believe that subjects are taught not particularly for subjectmatter value but for the mechanical effect they have on the mind. Its psychology is the old faculty psychology discredited by Herbert. Its chief stronghold is among those teachers who teach subjects of little intrinsic value and who must find some excuse for educational life.

Another philosophy we have always had with us is the "knowledge idea." Children go to school to get knowledge. The aim of teaching is to impart facts. He who knows most is best educated. It is the philosophy of the college preparatory school. In such schools methods of teaching are secondary. Teachers who would lose their positions the first year in a real school flourish in these fact factories.

These are a few of the various philosophies of education. I have given them for the purpose of demonstrating that a philosophy of education may have a tremendous effect on the teacher's work. Step into any classroom and you can tell by the way the teacher does his work whether he thinks that it is a place where children should be disciplined, or a place where they should receive much knowledge.

The teacher's problem, then, as far as child and subjectmatter are concerned, is to see that the child and not the curriculum is served. When the child and the curriculum fail to fit, it is the curriculum and not the child that should be adjusted. The teacher must also remember that his school should be a cross section of life where such things as character and citizenship are developed as a valuable by-product of the day's work. The teacher should also see that the children form those

habits, both mental and physical, that will best serve them in living and in earning a living.

KEEPING COOL A SCIENCE.

Keeping cool is really a science, but one which the everyday man can practice. Many of the customs we follow in our struggle to beat the temperature have a scientific background, though few of us realize it. For instance, we instinctively wear loose, porous clothing and not too much of it, knowing that we feel cooler so.

The reason is that such clothing allows the heat generated in our bodies to pass into the air away from our bodies. For it is not a question, in hot weather, of how to keep the heat out, but how to get the heat out.

No matter what the weather, we have to keep our body temperature at normal. In cool weather, the heat passes from a higher to a lower temperature as easily as water runs down hill. When the temperature around our bodies gets as high as the temperature inside them, it is difficult to get rid of the surplus heat of our bodies.

One way to do this is to keep the body from making much heat by eating very little food, especially those foods that have a high fuel value and make the body fires burn faster and hotter. Such foods are sweets and starches and proteins, which the dietitians call high-calorie foods.

Another way of keeping cool is by perspiring. Water can carry more heat without showing it than anything else in the world. Of course, we must drink plenty of water in order to replenish the supply in our bodies. People who do not perspire much will be more comfortable in hot weather if they drink hot tea and coffee, rather than the iced variety, as the warm drinks will induce extra perspiration.

If you sweat a quart of water you have gotten rid of about 500 calories of heat. But if the air already holds all the water it can take up, you cannot get cool by sweating off the heat, which is why a muggy day with high humidity is so uncomfortable. On such

a day you must drive the hot, moist layer away from your skin, using a fan if there is no breeze available.

Movie Organist Plays for a Wedding

The ushers on the aisles—"Trump, Trump, Trump, the Boys Are Marching."

Arrival of poor relations—"Hail, Hail, the Gang's All Here."

Arrival of groom's mother and father—"There, Little Girl, Don't Cry."

Changing to "What You Goin' ter Do When the Rent Comes Roun'?"

Bride's mother—"Darling, I Am Growing Old."

Groom and best man appear—"March of the Wooden Soldiers."

The clergyman—"There Was I. Awaiting at the Church."

The bridesmaids—"Three Little Maids From School."

Bride's father with bride—"Yes, Sir, She's My Baby." Changing to wedding march from "Lohengrin."

HIGH SCHOOL ASSEMBLY

The Bluebirds furnished the program for the regular high school assembly which was held in the auditorium last Friday morning at 10:15. The program was as follows: cornet solo by LaVerna Wells; violin solo by Wilma Lewis; piano solo by Virginia Wells; and two short plays—"Old Maids Tea Party" by Ellen Woodman, Elizabeth Edwards, Wilma Lewis, Leota Clardy, Helen Murray, and Lula Tompkins. The other play was "School Days" by Ruth Kramer, teacher; Earl Blauvelt, Erastus; Leota Clardy, Laura; Elizabeth Edwards, Ching; Lucille Leeson, Bill; Wilma Lewis, Julius; Edward Woods, Harry; Virginia Miller, Philippa; Lula Tompkins, Marnie; Mildred Clardy, Little Sister; Helen Palmer, Heinie; Ellen Woodman, Solomon; and Leota Clardy, the teacher's pet.

"Listen, this paper is talking about me."
"What does it say?"
"In the month of March, 15,743,987 persons traveled in the Madrid train—I was one of them."

Miss Irene Teagarden Writes of Home Economics in Syria

Miss Irene Teagarden, a former member of the faculty at the College, who is now a missionary at Sidon, Syria, has written an article on "Home Economics in Syria" which appears in the July issue of the Journal of Home Economics.

Miss Teagarden explained some of the observations and studies made of Syrian home life from 1925 to 1927 before attempting to introduce home economics into the Sidon Girls' School.

"The investigation was carried out in the interior city of Dier-ze-Zore, in Beirut, in villages of the Lebanon, and in the southern district of Blad Bshara in the ancient land of Naph thali," she wrote.

A Trip of Interest.
"The trip from Beirut to Dier-ze-Zore was a thing of interest in itself, especially when we went through the picturesque villages, pausing long enough before the low door of one of the cone-shaped mud houses to eat hot truffles, to admire the flaming wild poppies growing all the way up to the apex of the house, and to be gazed at by a friendly crowd which gathered at once to see the foreigners."

"During our stay of two weeks in Dier-ze-Zore we made trips to the markets and visited in the homes. When the women found that we were interested in babies, houses, and kitchens they were delighted. They explained that they apply Kohl to the baby's eyelids in order to make his eyes strong, they demonstrated the tight wrapping of the baby's body and legs which

keeps him from kicking and which 'makes his legs straight.' They took us through the whole house and pointed out the use of the kitchen utensils, taking great pride in presenting us with an unusually fine loaf of bread or a choice feast cake."

Miss Teagarden describes the trip into Blad Bshara, an isolated district south of Sidon. The trip was made partly by mule and donkey train which followed a path up a steep mountain side facing snow-capped Mount Hermon and overlooking the beautiful Jordan valley from Dan to the Waters of Merom.

Travel and Camps.
"We traveled and camped alternately for ten days, living in native houses or pitching our tents in the shadow of an old crusader castle. Blad Bshara makes a strong appeal because of its age-old customs and the eagerness of its people to hear the Christian gospel, and because its children are growing up with adequate physical care and with practically no schooling."

"As a whole, our investigation raised more questions that it has answered and brought to light more problems than it has solved," Miss Teagarden said.
"In general, it may be said that in Syria family consciousness is strong while civic consciousness is only beginning to develop. Economic conditions are so unsettled that in many cases, especially among farmers and merchants, the income is extremely low and often fluctuating."

Take
My
Advice

and have your clothes
cleaned and pressed before
you leave town on your
vacation. You will want
to have your clothes looking
"spiffy" when you go to
take that new position.



Miss Teagarden declared two things have grown out of a study of home economic prospects in Syria. The first, "a firm conviction that home economic education in Syria must be developed along the lines of Syrian home life," and second, "that a fund of definite information has been collected which will supply material for certain courses of study and which clearly indicates certain lines to be developed and emphasized."

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Lecture Given By Psychologist

(Continued from Page 1)

said, "is based upon the unconscious mind."

"Persons always react in the same way in the presence of something they fear, by running away, trepidation, hesitation, or by faltering," he said. But fear should be looked upon as creative and not as destructive.

"When we have learned the nature and use of inhibition, when we have learned to control our muscles, emotions, and thoughts, we have learned to control ourselves," Dr. Welch said. Continuing on the subject of controlling thought, he said, "To overcome one thought you must replace the thought with something else. If you want to get rid of a thought you must think another thought in its place."

Dr. Welch next discussed ways of getting rid of conditions that make one self-conscious. "To gain control of ourselves, or to get rid of self-consciousness," he said, "we must control our desires." He said that this was really very simple. One desire should be attacked each day, he said. "For instance, if you are used to having oatmeal for breakfast in the morning, when you go to breakfast tomorrow, eat some other kind of breakfast food, then return to your oatmeal the next day. Then the next day, attack some other desire, just for that one day, and if you continue doing this you will soon find you have your desires under your will."

Must Control Impulses.

"Second, we must learn to control our impulses. The best way to do this is to think for five minutes each morning on some one impulse. For instance, if you have a bad temper, think for five minutes in the morning, positively, about controlling your temper. The first day you will probably not see any results, but keep up the practice of thinking about controlling your temper for five minutes each morning, and you will soon have under control the impulse to lose your temper. Then attack some other impulse in the same manner."

Dr. Welch discussed the importance of learning to control the muscles, and suggested almost any good exercise as a means of doing this. He particularly stressed the importance of learning to control the facial muscles. The best way to do this he pointed out, is to look at one's self in the mirror, and practice imitation of other persons.

Of learning to control thought, Dr. Welch said, "We cannot prevent thoughts from entering our minds, but we can prevent them from staying there. I do not believe there was ever a murder that was not premeditated. It may not have been premeditated as far as the individual victim was concerned, but a murderer has had a murder in his mind long before the crime is committed."

"Learn to think and act for yourself," he advised. "Learn to rely upon yourself. When you learn self-reliance in little things you will be able to make good decisions upon larger questions."

The speaker next discussed fears to be overcome. The first was the fear of an audience. "The ordinary person in an audience wants the speaker to make good," he said. "Remember when you are selling that the average person who comes into your store wants to be sold. He is hoping that you can sell him something."

The next fear was the fear of rush periods. "Remember that in a rush period you must keep calm, and the rush period will take care of itself," he said.

In discussing the fear of a competitor, Dr. Welch said, "Don't be afraid of your competitor. A good competitor is an asset. If I were in business and a dead competitor was in business by me, I'd move!"

He also discussed fear of the "boss," fear of losing the job, and fear of criticism, and told of ways to overcome these.

Over the Library Desk

By Clyde C. Rowland

In the writing of my column for this week's issue of the Northwest Missourian, I am reminded of the fact that this will be the last issue of the summer quarter, and that this will be my last quarter in the College.

Since this will be my last chance to speak "Over the Library Desk," there are many things that I would like to say, but most of which will have to go unsaid. In the first place I have enjoyed my work in the library. In the two years that I have been in the privilege of making the acquaintance of practically every member of the student body during this period.

Many students were surprised about my going to find the library changed so much overnight. Friday night, July 1, the library was changed from the old stack to the closed stack system. For the next few days every magazine

and book was signed for whenever that magazine or book was removed from the stacks. This part of the system called for more detailed work in the checking, so that in order to speed up this work the plan of having a librarian stationed at the door to check all books taken outside of the library reading rooms, was inaugurated. This plan is now in operation and it seems to be giving satisfactory service to the students.

The annual library picnic was held at the Country Club last Thursday afternoon from 4 until 8 o'clock. Those of you who have attended one of these picnics know that the fore were having a good time. It is said that some of the members who work in the evenings were unable to give efficient service due to having eaten too much fried chicken.

The next time that I read the Northwest Missourian I hope someone has continued the column of "Over the Library Desk."

The following are books recently added to our school library.

Pringle—Methods with Adolescents. Coulter & Others—Textbook in Botany.

Cheyney—Law in History and other Essays.

Verrill—The American Indian. Popoff—Quantitative Analysis.

Garner—Political Science and Government.

Fishback—Character Education. Frank—How to Teach General Science.

Alford—Mississippi Valley in British Politics.

Hafen—The Overland Mail. Nichols—Alaska.

Siegrid—America Comes of Age. Vega Corpio—Teatro.

Machado—Alma. Machado—Poesias Completas.

Crew—Rise of Modern Physics. Pupin—The New Reformation.

Shreve—Dyes. Durant—Transition.

Angell—The Campus. McGrady—Note-book of European History.

LaRue—Mental Hygiene. Beebe—Galapagos.

Arey—Developmental Anatomy. Vande Voort—Teaching of Science.

Ho—Personnel Studies of Scientists. Schlapp—The New Criminology.

Neumann—Modern Youth and Marriage.

Wadsworth—Standard Methods. Armsby—The Animal.

1927 Year Book—National Conference of Social Work.

Watson—Psychology from the Standpoint of the Behaviorist.

Rauschenbush—Power Control. Shurter—Public Speaking.

Public School Music Dept. in Various States

(Continued from Page 1)

Cleveland Heights, Ohio; Margaret Dietz, B. S., Merrill, Wis.; Mary Goodpasture, B. S., Tulsa, Okla.; Hazel Cox, B. S., Clayton, N. Mex.; Price Doyle, B. S., State Teachers College, Peru, Nebr.; Margaret Mills, B. S., Egbert, Wyo.; Flora Lee Simms, Beaver Falls, Ill.; Floyd Lunsford, Clearfield, Iowa; Helen Manifold, Shenandoah, Iowa; Earl Wyman, Pueblo, Colo.; Carl Morrison, Northboro, Iowa; Harvey Bush, Liberal, Kansas; Margaret Belt, Montezano, Washington.

The following degree and sixty-hour students are teaching in Missouri: Lucille Holmes, B.S., Kansas City; Mayne Green, B. S., St. Joseph; Minifred Dickey, B. S., Stewartville; Leta Babb, B. S., Matland; Blanche Anderson, B. S., Elmo; Hettie Mae Woodward, B. S., Leadwood; Florida Moore, B. S., Elvins; Vira Fitz, B. S., Sedalia; Thelma Reese, B. S., Wellsville; Dottie Davis, B. S., Gilman City; Maud Kibbe, B. S., Knox City; Hope Moore, B. S., Martinsville; Borl Blauvelt, B. S., New Hampton; Mrs. William Tompkins, B. S., Quitman; Nellie Collins, St. Joseph; Susie Hankins, Osborn; Martha Haas, Ridgway.

One: I don't see what benefit you get from child study.
Two: I'm taking it so I can understand you.

New System Urged by Lee

(Continued from Page 1)

less, the term; 3,553 teachers taught in the rural schools of the state for \$800 a year."

Mr. Lee stated that he wanted some arrangement whereby the state would guarantee to the teacher a salary of \$1,000 a year, when the teacher has prepared herself to teach. "I maintain that if a teacher is not worth \$1,000 he is not capable to teach the future citizens of this state!" the speaker declared, and was greeted with applause. The conditions which Mr. Lee pointed

ed out he attributed to the large number of small districts in the state and to the unequal distribution of school revenue.

Much Revenue Lost.

The speaker pointed out that Missouri has lost several millions of dollars of revenue since 1921 by three tax reduction acts. The income tax has been reduced since that time, corporation and franchise taxes have been reduced, and the tax on state property has been reduced. In regard to the taxes of the state, the speaker said, "The only point of interest to the tax-payer of Missouri is this: is the money equally assessed, honestly collected, and honestly spent?"

"Friends, education is not a local problem. It is a state problem. A state school system would mean an equal opportunity for all the children in the state."

At the conclusion of Mr. Lee's address a meeting of superintendents and principals and other persons particularly interested in a plan for the reorganization of the state school system held an informal meeting in the College auditorium. Mr. Tom Walker, editor of "School and Community," who was here with Superintendent Lee, explained further two propositions which are under discussion in regard to reorganizing the state system of education.

Mr. Walker said, "I believe that most thinking people believe that a public school system should include a larger number of persons than is found in a small school district."

Mr. Walker, Mr. Lee and another man from Warrensburg have been acting as a committee to study state school systems over the United States, and after some time are about ready to present a bill to the next session of the legislature. Although the bill has not been written as yet, it will contain two important divisions. The first is in regard to optional redistricting in counties.

Nothing Compulsory.

By the bill, if it should be passed, one district would be formed wherever a high school was needed. For instance, if there were ten rural schools around a high school in this county, the members of the eleven districts could vote to be consolidated into one large district with one school board that would manage all the affairs of the schools in the district. The visitors made plain that there is nothing compulsory in the proposed bill, but that consolidation is left entirely to the option of the persons in the district.

This redistricting would insure a high school education for every child in the district. Under the proposed plan, the state would transport the students to high school. Better and bigger schools would be assured, with more competent and more highly qualified teachers.

The other main division of the proposed bill deals with finance. Under the present system of education, some districts that are rich in assessed valuation can maintain a good school with a low levy, while other districts, extremely poor, in assessed valuation cannot maintain a good school although they are taxing themselves almost to the limit.

The proposed bill would have a distribution clause which would provide for more money to be distributed to the schools of the state, and also an equalization clause which would balance the revenue of the rich district and the poor.

CALLS DICTIONARY A HANDICAP.

Compilers of dictionaries for school children under 14 years of age have revealed a woeful lack of appreciation of child psychology, with the result that hundreds of pupils, referred to the dictionary for a definition and finding what to them is only a confused jumble of complicated words look on the dictionary as a handicap rather than an aid. This contention was expressed recently at the University of Cincinnati by Dr. Edward L. Thorndike, internationally recognized as the leading educational psychologist of the times.

Prof: Talk louder, what did you do last vacation? Talk louder!
Student: Gosh! I wasn't a yell leader.

Buster Keaton in "The General" Is Next Movie

Keaton's New Picture Not a Burlesque of the Civil War, But a Rip-Roaring Comedy of the Period. Here August 1 and 2.

"The General," Buster Keaton's newest United Artists picture will be the last of the moving pictures to be given at the College during the summer quarter. This picture, which is considered as the fastest of all Buster Keaton comedies will be shown for two nights, August 2 and 3. The usual admission of a minor coupon or thirty-five cents will be charged.

"The General" is a comedy—fashioned in de-luxe manner—with towns, railroads, and bridges built to provide machinery for colossal humor.

In 1862 there were thousands of patriots, both northerners and southerners, who chafed under the tasks imposed upon them by their respective governments. Many of them, yearning for glory in the first line of fighting, were doomed to serve in less heroic capacities.

One of these unsung heroes—unsung in 1862—was a young southerner (Buster Keaton), who repeatedly tried to enlist in the Confederate army, but who was refused on the ground that he was of more value to the cause as the engineer of "The General." (In those days the crack railway locomotives were known by names instead of numbers.)

The youth didn't particularly care because his bravery was questioned by his friends in the south; he knew he was doing his duty and serving in the capacity that the military chieftains decreed; what hurt him was that his sweetheart, too, believed he was a slacker, unwilling to don the gray uniform of the army. So, after being rejected by the sweetest girl in Dixie, Buster turned to his only friend, "The General."

The engine was his pride and joy and he gloried in grooming it as if it were a human giant. Spurned by the girl he loved and sneered at by the southern fire-eaters, who imagined that

Frosh: "Do you drink?"

Lady: "No."

Frosh: "Do you smoke?"

Lady: "No."

Frosh: "Do you neck?"

Lady: "No."

Frosh: "What in 'ell's the matter?"

Lady: "I'm the dean of women."

the only way a man could serve his country was to shoulder a musket and meet the enemy hand to hand, the youth lived with and for his beloved.

Only the highest men in the army knew that he would rather enlist than remain with "The General" as pilot; the people of the south—and his sweetheart insisted that the railroad job was merely a subterfuge to escape military service.

In April of 1862 there occurred one of the most thrilling and history making events of the struggle between the states. It was the famous Andrews railroad raid, when a score of Union daredevils captured the locomotive, "The General," at Big Shanty, Georgia, hoping to make their way to Chattanooga, burning bridges and tearing up the track behind them, in an attempt to prevent the southern army from securing the Tennessee city.

The young engineer, braving death and capture, started in pursuit of the raiders, not so much as a duty to the south, but to rescue his iron friend and companion, "The General." Then followed one of the perilous chapters of the Civil War.

Keeping so closely on the heels of the northerners that they were prevented from carrying out their bridge-burning plans, the youth eventually found himself inside the Federal lines and a prisoner.

On the same train with the youth, but unbeknown to him, was his sweetheart, who happened to be in the baggage car looking for her trunk when the raid started. She, too, was taken prisoner, and she believed Buster's appearance on the scene was to rescue her from the Yanks.

After a series of exciting and laughable—to some one else, not him—adventures in the northern camp, Buster managed to escape with the girl, recapture his locomotive, and started back for the southern lines. While a prisoner of the Federal forces, he had learned of plans for a surprise attack on the Confederates. Fleeing toward home with his sweetheart and "The General," he unconsciously blocked the progress of the northern forces long enough to give warning to the Confederate leaders.

This adventure was looked upon as a tremendous service to the south. Acclaimed as a hero and idolized by the former friends who had shunned him, Buster was then permitted to enlist, being appointed a lieutenant in the Confederate army.

And, of course, the girl forgave him and welcomed him to her arms as a real southern hero.

"The General" was produced by Joseph M. Schenck on an extremely big scale. Keaton and his staff spent months in research work, traveling thousands

of miles in their hunt for historical data.

Although primarily for laughing purposes, the picture is historically accurate and does not in any way burlesque the days of '62. Instead, a serious attempt has been made to re-enact some of the most thrilling lighter chapters of the great conflict.

Thousands of extras were recruited to play the parts of northern and southern soldiers and citizens of that part

of the south in which the celebrated railroad raid took place. Many miles of specially built railroad were utilized. Several old locomotives were rebuilt into engines of the type used during the Civil War and scores of technically perfect passenger coaches and freight cars constructed.

"The General" is Keaton's first United Artists picture and it was directed by the star himself and Clyde Bruckman.

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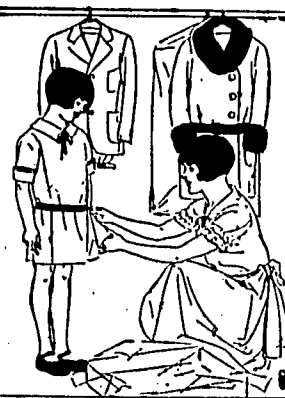
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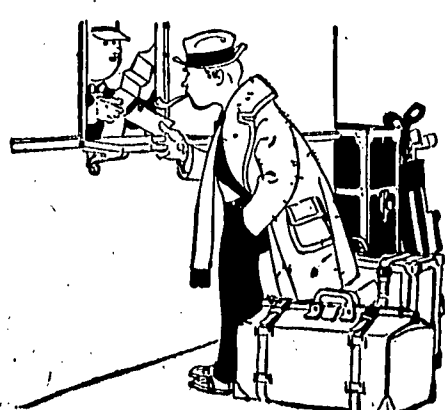
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(Continued from Page 1)

& Hist., B. S., Summer '28.
Cain, Glen, Gainesville, Hist., Geog., B. S., Summer '28.
Calvert, Opal E., Butler, Eng., Hist., B. S., Summer '28.
Carrall G. T., Grant City, Hist., Eng., B. S., Spring '23.
Carter, Hazel E., Maryville, Music, Hist., B. S.
Chadwell, Sylvia, St. Joseph, Biol. Sc., Phys. Ed., B. S., Summer '28.
Chandler, Alice, Maryville, Phys. Ed., Hist., B. S.
Cliser, Vada, Maryville, Music, Art, B. S., Summer '28.
Cochran, Blanche, Maryville, French, Phys. Ed.
Croy, Fay, Gallatin, Sup., Math. & Eng., B. S.
Curnutt, Wm., Barnard.
Decker, Ella Lee, Graham, Sup., Eng. & Hist., B. S.
DeNeen, Hester, Maryville, Hist., Eng., B. S., Summer '28.
Dickman, Roy, Ghula, Physics, Math., B. S.
Doebbling, Susie, Craig, Chem., Home Ec., B. S., Spring '28.
Dowden, Iola, Maryville, Home Ec., Chem., B. S., Summer '28.
Duncan, Wava, New Hampton, Eng., Hist., B. S., Summer '28.
Edmunds, Sam, Independence, Ind. Art, Math., B. S.
Eychaner, Lulu, Rosendale, Math., Eng., Hist., B. S.
Fields, Mary E., Maryville, Music, B. S., Summer '28.
Ford, Halley.
Ford, Mrs. K.
Fulcher, Gertrude, Piper, Kan., B. S., Summer '28.
Gaines, Vesper, Jameson.
Gault, Lorena, Maryville, Home Ec., Fine Art, B. S., Summer '28.
Geyer, Miriam, Maryville, Hist., Eng., B. S., Summer '28.
Graft, Irvin, Helena, Agr., Geo., B. S., Summer '28.
Green, Mary, Craig, Home Ec., Chem., B. S., Spring '28.
Grouse, Gladys.
Grubbe, Ida C., Trenton, Hist., Eng., B. S., Summer '28.
Gubser, Irvin, Hamburg, Iowa, Ind. Art, Agr., B. S., Summer '28.
Haas, Martha, Bethany, Music, Eng., B. S., Summer '28.
Hall, Crystal, Maryville, Eng., Hist., R. & S., B. S., Summer '28.
Harris, Lloyd, Jackson, Phys. Ed., Hist., B. S., Summer '28.
Hartmann, Neville, Maryville, Ind. Art, Math. & Phys., B. S.
Harvey, John W., Wilcox, Agr., Biol., B. S., Summer '28.
Haskell, Bessie, Albany, Fine Arts, Music, Hist., B. S., Summer '28.
Hastings, Alyce, Maryville, H. Ec., French, B. S., Summer '28.
Hathaway, Joe, Grant City, Com., Geog., B. S., Summer '28.
Heffley, Floyd, St. Joseph, Sup., Com. & Hist., B. S.
Hobson, Leta, Latrop, Eng., Modern Lang., B. S., Summer '28.
Hollar, Lloyd, Hardin, Phys. Ed., M. Tr., B. S., Summer '28.
Holmes, Dolu-Ploe, Clearmont, Hist., Eng.
Holt, Anna Mae, Maryville, Phys. Ed., Hist., B. S.
Horn, Ollie, Rushville, Latin, Eng., B. S.
Hughes, Lena, Stanberry, no major, Eng., Hist., & Geog., B. S., Summer '28.
Hunt, D. P., Lock Springs, Phys. Sci., Ind. Arts, B. S., Summer '28.
Iba, Henry, Easton, Phys. Ed., Hist., B. S., Summer '28.
James, W. K., Gallatin, no major, Ag., Math., & Hist.
Johnson, Dean D., Ridgeway, Com., Math.
Johnson, Mrs. Heone, Ridgeway, H. Ec., Chem., B. S., Summer '28.
Jones, Earl, Hopkins, Agr., Ind. Arts, B. S., Spring '28.
King, Beatrice, Savannah, Hist., Eng., B. S., Summer '28.
King, Fred L., Trenton, Com., Hist., B. S., Summer '28.
Knecht, Anna Lucille, Maryville, Math., Hist., Sci., B. S., B. S.
Lester, Roy S., Hale, Agr., Math., B. S.
Lamar, M. Lucile, Elmo, Math., Phys. Ed., B. S., Summer '28.
Lawler, Alice, Wheeling, Com., Geog., B. S.
Lawler, Mattie, St. Joseph, Eng., Geog., B. S.
Lounley, Etta M., Albany, Eng., Hist., B. S.
Lendon, Charlotte, Ridgeway, Primary, Eng., B. S.
Linville, Ruth, Chillicothe, Eng., Hist., B. S.
McClelland, Maude S., Hamilton, H. Ec., Eng., B. S., Summer '28.
McCoy, Russell, Tarkio, Com., Eng., B. S., Summer '28.
McHugh, Charline, Maitland, Music, Hist., B. S., Summer '28.
Mages, M. L., Albany, Com., Phys. Ed.
Mahary, Leta, Sempel, H. Ec., Eng., B. S., Summer '28.
Mansfield, E. W., Sempel.
Mansfield, Mildred, Maryville, Com., B. S., Summer '28.

Masters, Mrs. Oren, Maryville, no major, Econ., Soc., & Hist., B. S., Summer '28.
Medsker, Leland, Guilford, Com., Ec., B. S., Summer '28.

Michaelson, Jesse, Maryville, Phys., Math., Chem., A. B., Summer '28.
Millan, Barbara, King City, Ed., H. Ec., Eng., & Hist., B. S.
Mitchell, Georgia, Excelsior Springs, Eng., Biol. Sc., B. S.
Morris, Mrs. Margie, Parnell, Soc., H. Ec., B. S., Summer '28.
Mountjoy, Mrs. Katherine, Maryville, Music, Eng., B. S., Summer '28.
Murphy, Nellie L., Maryville, Com., Hist., B. S.
Nichols, Basil, Phys. Ed., Soc., B. S.
Nichols, Hazel, Phys. Ed., Hist., B. S.
O'Brien, Edith, Amity, Eng., Latin, B. S.
O'Brien, Irene, Gallatin.
O'Day, Lohn, Maryville, Com., Hist., B. S.
Palmer, Lorena, Quitman, Phys. Ed., Eng., B. S., Summer '28.
Peery, Lenore B., Kansas City, Mo., Eng., Hist., B. S.
Peery, S., Maryville, Eng., R. & S.
Perrott, Sibyl, Liberty, Eng., Soc., B. S.
Pfander, Leona I., Clarinda, Ia., Sup., Geog., Soc.
Pfleger, Muri R., Brimson, Eng., R. & S., B. S., Summer '28.
Powor, Sarah, Princeton, Hist., Geog., B. S., Summer '28.
Prather, Anne Hazel, Maryville, Ec., Spanish, A. B., Summer '28.
Prugh, Isabelle D., Grant City, Math., Hist., B. S., Summer '28.
Pugsley, Orville, Maryville, Com., Spanish, B. S.
Quinlan, Margaret, Maryville, Phys. Ed., Eng., B. S., Summer '28.
Reece, Thelma, Elmo, Music, Eng., B. S., Summer '28.
Reed, Arthur, Jameson, Com., Hist.
Reigard, Max, Des Moines, Iowa, Ec., Hist., B. S., Summer '28.
Richmond, Homer, Grant City, Hist., Soc., Pol. Sci., & Math., B. S.
Rickman, Clement, Hopkins, Physics, Chem., B. S., Summer '28.
Riley, G. O., Skidmore, Geog., Math., B. S., Summer '28.
Ringold, Pauline, Hopkins, Math., Eng., B. S., Summer '28.
Rowland, Clyde C., El Dorado Springs, Sup., Eng., B. S., Summer '28.
Russell, Donald, Maryville, Stp., Hist., & Eng.
Russell, Dorothy R., Maryville, Com., Ec., B. S., Summer '28.
Sawyer, Mildred M., Maryville, Math., Hist., B. S., Summer '28.
Schmitt, Nora M., Bolekow, Hist., Soc., B. S., Summer '28.
Sent, Florence M., Denver, Mo., Hist., Latin, B. S., Summer '28.
Sewell, Mrs. J. H., King City, Phys. Ed., Eng., B. S., Summer '28.
Seyster, Zora, Maryville, Com., H. Ec., B. S., Summer '28.
Shaffer, Claude, Braymer, Com., Ec., B. S., Summer '28.
Shipp, Hesterlynn, Barnard, H. Ec., Chem., B. S., Summer '28.
Smith, Fred, Shenandoah, Ind. Art, & Sociology, Hist., B. S.
Smith, Wm. H., Kansas City, Ind. Art, & Phys. Ed., Math., B. S.
Somerville, Gladys, Gallatin, Hist., Latin, B. S.
Steinman, Lillie, Albany, Latin, Spanish, B. S., Summer '28.
Stufin, Lucille, Maryville, no major, Phys. Ed., Eng., & Fine Arts, B. S., Summer '28.
Summers, Mrs. Mary, Maryville, H. Ec., Chem., B. S., Summer '28.
Tannehill, Ludema, Conception Jet., Com., Geog., B. S., Summer '28.
Tensley, Olin, Grant City, Math., Physics & Chem., B. S.
Tilbury, Helen, St. Joseph, Eng., Pub. Sp., B. S., Summer '28.
Totzke, Ida M., Osborn, Hist., Math., B. S., Summer '28.
Toney, W. H., Spickard, Hist., Eng., B. S.
Tulloch, Stewart B., Maryville, Chem., Biol. Sci., Phys., A. B., Summer '28.
Uhlig, J. P., Darlington, Ed., Math. & Hist., B. S.
Urban, Samuel, Maryville, Math., Physics, B. S., Spring '28.
Urban, Mrs. W. O., Burlington Jet., Math., Hist., B. S., Summer '28.
Vogelgesang, Mary, Grayson, H. Ec., Biology, B. S., Summer '28.
Watkins, W. H., St. Joseph, Hist., Geog., B. S., Summer '28.
Werth, Lewis M., Maryville, Chem., Math., B. S., Summer '28.
White, Virginia, Maryville, Art, Music, B. S., Summer '28.
Williams, Merona, Oregon, Com., Eng., B. S., Spring '28.
Williams, Stella, Albany, Latin, Spanish, B. S., Summer '28.
Wilson, Eva, St. Joseph, Eng., Geog., B. S., Summer '28.
Wilson, Dollie Ruth, Spickard, Eng., Phys. Ed., B. S.
Wilson, Eugene, St. Joseph, Phys. Ed., Hist.
Wilson, J. Olin, Clearmont, Com., Eng.
Wood, Herbert, Trenton, Hist., Geog., B. S., Summer '28.

Pupils Construct History Project

Pupils of the Sixth Grade History Class Study and Build a Medieval Castle.

The sixth grade history class of the College Demonstration School has been studying "Life in The Middle Ages," during the past few weeks. The class first read a chapter on "Chivalry" from Sir Walter Scott's "Ivanhoe." Then they studied "The Knights and the Tournaments," "The Castle as the Home of the Knights," "The Feudal System," and "The Feudal Village," in the order named.

While they were studying about the castle, the class asked to make a medieval castle. When the study of the village was completed the members of the class planned and constructed a castle.

The castle was made of bristol board, the parts being fastened together with brads. It was placed on a base of beaver board three feet by four feet in size. A wall, seven inches high was put around the edge of the base. On one side of the wall there was a drawbridge and portcullis which served as an entrance. They placed eight towers on the walls, one at each corner and the others at different intervals along the walls. These towers are ten inches high.

The main building or the "keep" is about nine inches square. There is a tall tower sixteen inches high fastened to each corner of the "keep." The only building in the courtyard is a church. This is due to the fact that the class has only a twenty minute recitation each day and as the project was not started until Thursday, July 19, the class did not have the necessary time for completing other buildings for the courtyard. The buildings and wall were painted gray to represent stone.

The project shows that it was well planned and the work is deserving of favorable comment.

The members of the class are: Beatrice Leeson, Neva Antrum, Hazel Seals, Howard Ditto, Hubert Sell, Jack Edward Barrows, and Verle Childress.

The class is taught by Ruth White who is doing practice teaching this summer. Miss White is a member of the faculty of the Fairfair Consolidated School District. The class was under the supervision of Miss Dora B. Smith of the College faculty.

Social Science Meeting

Mr. Rupe, editor of the Democrat-Forum and Tribune, will speak at a meeting of the Social Science Club Monday morning at 10:15, July 30. Mr. Rupe is an interesting speaker and his talk will close the meetings of the Club for the summer quarter. Everyone is invited to attend this meeting.

THE FIRST REAL LAMP.

Everybody who is the least inclined to become inflated with pride over the inventive ability of the human race just because in the last hundred years or so we have produced a lot of pretty decent stuff, is invited to consider the history of that ancient and honorable device the lamp. And this history, he will find, extends right back to the earliest civilizations of which we have any remains and doubtless even the forge of Tubal Cain.

But the sad part about it is that beginning a scant 135 years ago, the dope artists of all races and sub-races which made and used lamps, completely muffed the problem and instead of improving the lamp itself took it out in ornamenting the outside. Practically from the time of the Shepherd Kings of Egypt to the last few years of the eighteenth century the lamp, in all its essentials, remained the same crude apparatus of its early days.

Pick up an encyclopedia or go to a museum and see an early lamp. You will find it an oil reservoir with a wick tube adapted to take a round wick or soft bit of rope. This, we may observe, exhausted the inventive ability of mankind along this line for some three or four thousand years. But a round wick only lets air get to the outer part of the flame and hence early lamps produced as much smoke as light.

In 1783 an idea struck a man named Leger at Paris. Why not make the wick flat like a tape and thus let the air get at all of the flame? Why not, indeed, and why not a good many centuries before?

This novel idea when put into practice was such a wonderful improvement that by the next year Argand, another Frenchman developed the tubular wick—the flat wick formed into a tube—and we had real lamps for the first time.

The Harrison County picnic is to be held in the College Park Thursday afternoon at 4:30. All students attending the College from Harrison County are expected to attend the picnic.

Every human being wants to be superior, to be to be superior; wants to win, and tries to win.

Approved Grades

The following notice is given out by Miss Hudson, Registrar:
All students who desire approved grades certified on Teachers Training certificates meet in the Auditorium at 10:15, Tuesday morning, July 31.

Students who expect to qualify for degrees at the end of this term, should pay the five dollar fee to Mr. Rickenbrode in office 202.

All students who wish their summer grades mailed to them should leave a stamped self addressed envelope in office 202.

Mr. Dieterich has the following notice posted on the bulletin board. All those who wish to do Practice Teaching in the College High School during the next term should fill out necessary blanks in office 126.

Former Student Tells Experiences

Ned Colbert, a former student of the College, is spending the summer with Dr. Lugen of the University of Nebraska in the Bad Lands, gathering specimens for the university museum at Lincoln. In a letter written to his parents, Mr. and Mrs. G. H. Colbert, he said:

"Friday we were working near the Government Game Preserve and we 'jumped' two young elk out of a thicket. They soared up the hillside in a most graceful way. Then one of them barked. It was the first time that I had ever heard an elk bark. It was very similar to the bark of a medium-sized dog. The warning brought

several cows and calves out of the woods. They all ran up the hill and then turned to look at us. Finally a big bull elk appeared on the crest of the hill—a magnificent fellow with immense antlers.

"A mile or so farther on we came up over a hill and ahead of us was a herd of bison. It was a real thrill for us. There were about one hundred bison in the herd—bulls, cows, and quite a number of pretty little calves. The wind was towards us, so they did not suspect us. They grazed in a most bovine fashion and the calves were very playful.

"Finally the herd decided to move and started toward us. We made tracks because we were leery of some of those big bulls, they looked as though they might be mean. Alas, our fears were ungrounded, for about that time

the herd caught our scent. They turned around and stampeded away from us as if Old Nick was after them. The stampede was a spectacular sight—a black mass of rushing forms in the midst of a great cloud of dust. And believe me they could travel."

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Dr. L. E. Wallace

Osteopathic Physician

Maryville, Mo.

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